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ABSTRACT

This study was conducted to ascertain the most important personal characteristics of community college presidents. In spring 1973, an inventory of personal characteristics was sent to the presidents of 112 institutions; 92 (83 percent) of those sampled responded. The survey form asked respondents to provide descriptive background data and to place a value of zero (not important) to 50 (very important) on 27 listed personal characteristics. Summaries of the background data indicated that only three respondents were female, 57.6 percent had less than seven years experience as a community college president, 44.5 percent were between 41 and 50 years old, 77.2 percent held a Ph.D., and 71.8 percent served at institutions with less than 2500 FTE students. Respondents indicated that the four most important characteristics of community college presidents are: integrity (honesty), ability to work with people, objectivity (fairness), and leadership with the Board. The four least important characteristics are: charisma, professional training, humility, and a sense of humor. Younger respondents tended to value integrity (honesty) and decisiveness less than did those over 40. Those at smaller institutions placed more importance on ability to work with people, persuasiveness, and charisma, than did those at larger colleges. The survey instrument is appended. (DC)

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Personal Characteristics of Community College Presidents

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JC 750 236

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Introduction

The community college has been described by many writers in many ways; however, most generally seem to conclude that it is perhaps the most exciting movement in education today. The community college is the fastest growing segment of higher education (Carnegie Commission on Higher Education, 1970). William Rainey Harper established the first institution which became the forefather of the community college of today, the junior college. In 1896, Harper established a lower division at the University of Chicago called the junior college. As a result of his influence in this area, other junior colleges were established in the area - the first at Joliet, Illinois, in 1901 - as segments of secondary school systems. (Blocker, Plummer and Richardson, 1965, page 25)

During the next 20 to 30 years, several new junior colleges were established throughout the country, most of which were extensions of the public secondary school systems. The depression of the thirties took its toll on junior and senior colleges alike. Following on the heels of the depression was to be a world war, the magnitude of which the world had not previously witnessed. As might be expected, student enrollments were low during the 40's prior to the conclusion of World War II.

It was not until world hostilities ceased in 1946 that the junior college movement began to come alive again. Also, during this period of time, the junior colleges began to change their educational role and take on some of the characteristics of the contemporary community college. Crawford has identified the comprehensive view of the educational missions of todays community college in terms of the purposes it should serve:

> ...it is appropriate for community colleges to provide, for all persons above the twelfth-grade age levels, education consistent with the purposes of the individuals and the society of which they are a part, subject only to the restrictions in the state statutes ... The educational needs appropriate for community colleges to fulfill at this time include:
>
> 1. The need for programs of liberal arts and science courses, usually to the first and second years of college, which will provide sound general and professional education of such quality that credits may be transferred to a nationally or regionally accredited four year college or university and applied towards degrees of the baccalaureate level or higher.
>
> 2. The need for vocational-technical programs in the trades, industrial, agricultural, and semi-professional fields. Such programs may be of long or short duration, depending on the amount of time needed by the student to complete the requirements for entrance into the occupation.
>
> 3. The need for programs of courses for adults and other community college students, for which credit may or may not be given, designed to provide general education and to improve self-government, healthful living, understanding of civic and public affairs,

> avocational growth, constructive use of leisure time, personal family living satisfactions, cultural depth, and to facilitate occupational advancement.
>
> 4. The need for individual services to students including guidance and counseling, assistance in career selection, removal of deficiencies in preparation for college programs, personality and health improvement.
>
> 5. The need for programs and services for individuals and groups interested in cultural, civic, recreational, or other community betterment projects. (Blocker, Plummer and Richardson, 1965, page 25)

As one considers the above potential tasks of the community college as outlined by Crawford, it becomes easily recognized that it must be an unusual institution that can effectively accomplish these kinds of tasks. Just as the community college is a most unique institution, so must the chief executive officer be unique in ability if he or she is to provide the necessary leadership to enable the college to fulfill this type of mission. Dr. William Moore, Jr. formerly president of Seattle Central Community College and now professor of education at Ohio State University defined some of the abilities needed by the community college president in his book, "Blind Man On A Freeway." They are as follows:

> The administrative leadership must be strong, reflective, decisive, honest and flexible because it cannot - and will not - be insulated from the dilemmas of action. Because of stresses, pressures, frustrations, and conflicts of the job, the community college leader cannot expect to earn his pension on one assignment. In addition, he must be sensitive to

> social issues which defy simple explanation; he must understand that these issues are a definite part of his institution and community. Among the implications for him is that even though he is an academician, he must rediscover the working man. He must also have a tolerance for country estates, rat-infested slum dwellings, and dirty houses with crawling cockroaches. These are the homes that send him his students. Finally, in an environment symbolized by the anonymous IBM card, he can expect to encounter the seething and simmering discontent of students and to have to negotiate with faculty! (Moore, 1971, page 2)

It was partially because of the complexity of the community college itself and also that of the office of president that a decision was made to undertake a study relating to the importance of those personal characteristics that are normally possessed in some degree by those individuals serving as community college presidents.

Need For The Study

Mr. Eric J. Bradner, President, School Craft College has indicated that very little has been written about the community college president. (Herridge, 1967, page 1) Perhaps one of the basic reasons for the lack of formal research conducted in this area is the relatively young age of the community college movement as we know it today. Also, it is exceedingly difficult for a practicing president to find the necessary time and energy to do this type of research. The demands of the position usually dictate that no scholarly

research be done relating to their own office or any other such area within the institution. Research in the community college is normally confined to the realm of the practical.

Conversely, if the community college is the fastest growing segment of education, and many writters indicate this, should not the office of the president and the individuals holding that office receive some study that may be of assistance in further defining those prerequisites that seem to be necessary for success? In addition, this writer is also of the opinion that those characteristics defined as personal in nature are perhaps of utmost in importance relating to success or lack of same by the community college president.

Primarily for the preceeding reasons, it was felt that a study relating to the importance of personal characteristics helpful for success in the community college presidency would be of value.

Statement Of The Problem

The general problem of this study was to rate personal characteristics of those individuals serving as community college presidents. A self-report was obtained from these individuals in which they were asked to rate a prepared list of characteristics in the following areas:

1. Administrative Skills
2. Personal Qualities
3. Professional Background
4. Human Relations Skills
5. Handling Student Pressure
6. Other

Also, the study attempted to ascertain if any relationship existed between these areas and the following descriptive variables as reported by the responding community college presidents:

1. Sex
2. Age
3. Highest degree earned
4. Years of experience as a community college president
5. Full-time equivalency enrollments per annum by college per respondent

The following hypotheses were tested relating to the areas previously defined and the above descriptive variables:

1. HO: No significant difference exists between responding presidents of various ages and their perception of the composite importance of the five major areas of characteristics as listed in the questionnaire.

2. HO: No significant difference exists between responding presidents holding as their highest degree earned, the bachelors, masters, specialist or doctors degree and their perception of the composite importance of the five

major characteristics as listed in the questionnaire.

3. HO: No significant difference exists between responding presidents of various years of experience as a community college president and their perception of the composite importance of the five major areas of characteristics as listed in the questionnaire.

4. HO: No significant difference exists between responding presidents representing institutions of various full-time equivalency enrollments and their perception of the complete importance of the five major areas of characteristics as listed in the questionnaire.

5. HO: No significant difference exists between the composite responses in the five major areas.

6. HO: No significant difference exists between responding presidents of various ages and their perception of the importance of the individual sub areas under the five major areas of characteristics as listed in the questionnaire.

7. HO: No significant difference exists between responding presidents holding as their highest academic degree earned, the bachelors, masters, specialist or doctors degree and their perception of the importance of individual sub areas under the five major areas of characteristics as listed in the questionnaire.

8. HO: No significant difference exists between responding presidents representing institutions of various full-time equivalency enrollments and their perception of the importance of the individual sub areas under the five major areas of characteristics as listed in the questionnaire.

9. HO: No significant difference exists between responding presidents of various years of experience as a community college president and their perception of the importance of the individual sub areas under the five major areas of characteristics as listed in the questionnaire.

Definition Of Terms

Some terms used throughout the study are of importance as interpretation of the data is made. In view of the fact that the definition of several key terms may not be universal in nature, we have listed them below with the definitions that seem appropriate to the writer for this particular study. They are as follows:

1. Community College - "A two-year institution of higher education, generally public, offering instruction adapted in content, level, and schedule to the needs of the community in which it is located. Offerings usually include a transfer curriculum (credits transferable toward a bachelor's degree), occupational (or terminal) curriculums, general education, and adult education." (Gleazer, 1968, Page 41) In addition, for the purposes of this study, the terms area vocational school, public and private junior colleges and two-year university campuses shall be qualified as community colleges even though they do not offer all of the programs identified by Gleazer as being appropriate for the community college. This interchangeability of terms is for the purpose of this study only and also

identifies those institutions allowed to become members of the North Central Community - Junior College Association.

2. Community College President - For the purpose of this study, a president shall mean the chief executive officer of a particular community college campus. Formally, this individual may be titled Campus Dean, Superintendent or President.

3. FTE - A term used to signify the member of full-time equivalant enrollments associated with a particular community college campus. FTE's are used to indicate the number of full-time students per annum if all part-time students were equated into full-time students and added to the enrollment of the full-time day students.

4. Respondents - The sample of community college presidents that were mailed the survey, completed same and returned it to the writer.

Delimitations

The scope of this study was limited to the presidents of alternate community college memberships in the annual member list provided by the North Central Community - Junior College Association. Questionnaires were mailed to community college presidents in Illinois, Wisconsin, Wyoming, Michigan, Minnesota, Colorado, Arizona, Arkansas, Missouri, Nebraska, New Mexico, Oklahoma, South Dakota, West Virginia, Indiana, North Dakota, Ohio, Iowa and Kansas.

In addition, it should be noted that this particular study was limited to a self-report by individuals presently serving as community college presidents. No attempt was made to obtain reports from other segments of the community college institution and make analytical comparisons between responses of the presidents and those of other areas such as students, faculty, administrative personnel and members of governing boards.

Organization Of The Study

The report of this study has been organized and presented in five chapters. The first chapter has included the introduction, background and purposes, need for the study, statement of the problem, definition of the terms, delimitations, and organization of the study.

Chapter two is devoted to a review of current literature and as such includes an introduction, current conceptions of the community college president's office and emerging concepts of the office of the president.

Chapter three is titled Methods and Procedures and includes the introduction, instrument used in the study, description of the population, collection of data and treatment of data.

The findings are described in chapter four which includes the introduction, tabulation of the data and a descriptive analysis of

the data in addition to conclusions relating to this study and recommendations for future studies in this particular area.

Chapter II

Review of Literature

Introduction

Initial remarks relating to the community college in the first chapter indicated that the rapid-growth of the two-year post secondary institutions is perhaps the most remarkable development in higher education today. It was noted that some authorities are of the opinion that the community colleges seem to be making higher education opportunities available to all. In so doing they are also developing their own distinctive missions, the foundation of which may be the adaptability that has become the hallmark of many such institutions throughout the country.

As we attempted a brief, relevant, review of literature, including an ERIC Search, we soon discovered that there was not a great deal of material available that related divertly to the president's office and the functions of the president. Was this

simply because the office of the president was not that important to the direction and operation of the institution? It is this writer's opinion that the answer to the above question must be a resounding "No"! A more logical conclusion may be found in the fact that many of our rapidly growing two-year institutions have had chief administrators who were too busy during their tenure in office to think in terms of scholarly studies of their particular functions. This in no way is meant to infer that these kinds of institutions have not been headed for the most part by competent administrators. The growth and effective contributions of these institutions is testimony to the abilities of the chief administrators and their staffs. Still, there are many questions that remain with regard to the functions and also the personal characteristics of the community college president.

Writers such as Richardson have been somewhat critical of the administrative practices in the community college. Remarks attributed to him relating to this issue are as follows:

> The question can legitimately be raised as to whether a science of administration may be said to exist with respect to two-year colleges. I would tend to feel from personal observation that current practice represents a hodgepodge of ideas garnered from business, secondary schools and four-year universities without the benefit of much analysis as to how well these ideas relate to the kinds of problems currently

> being encountered by the administrative organizations of two-year colleges. (Moore, 1971, p.5)

It undoubtedly is of some significance that community college administrators have borrowed from other disciplines. Certainly the community college serves a multiplicity of activities that span a great many societal functions. The missions of most of these institutions has changed dramatically during the past decade. Although history is often successfully used as a basis upon which to predict the future, in the case of the community college, what past indicators foretold the tremendous explosion of students and activity growth that we have already witnessed? Indeed, the invitation has dictated changes of considerable magnitude on the part of the community college president. Henderson defines the problem of presidential role definition as follows:

> The concept of the community junior college has changed radically during the half-century of its existence, and with this change has come the need of a more imaginative and versatile leadership. What formerly was a job as the principal of a preparatory program has become a role as educational leader, and as the executive of a complex enterprise with many facets of management relating to personnel, program, plant, finance, and public relations. It has become highly important that this educational leadership shall be exercised with the social vision and the professional understanding needed to implement the new concept. (Blocker, Plummer & Richardson, 1965, page 185)

In addition to the great many external expectations by society

in general, the president of a community college is also involved in making policy recommendations to a lay board of directors, and is responsible for the administrative implementation of these policies. Recently, the general public has demanded and obtained in many instances, an ever-increasing voice in many public affairs. Often, this same general public is becoming increasingly reluctant to take the advice of the professional. How does this situation contribute to those personal characteristics needed for successful governance of a community college? Former President Bowman of John Hopkins University made the following comments regarding the role of a lay board and a college president:

> Every time the board of trustees meets, the agenda should contain but two items. The first item ought always to be, "Shall we fire the president today?" If the answer is "Yes", then item two on the agenda should be "Who is to serve on the committee to select a new president?" The board should then adjourn. But if the decision on the first question is, "We shall not fire the president today", number two should be, "What can we do to support the administration?" (Herridge, 1967, page 52)

Although the above may appear to be an oversimplification of a complex situation, there undoubtedly is some validity in the notion that the president is hired in fact to run the institution. As previously mentioned, the community college is providing open-access education for perhaps the first time in the history of any country. Undoubtedly this committment to service has in itself

created many adverse conditions for the chief executive officer. The early, developing years of any institution are most difficult and call for unique individuals to be placed in leadership positions. Note the following comments regarding this administrative dilemma.

> The community college is a unique American institution, an upward extension into the college level of the tradition and spirit and belief in educational opportunity for all which gave us first elementary school and then the public high school. Its heritage is democratic and so are its practices. (Fields, 1962, page 94)

in addition

> To condemn higher education for its failures in governance is easy, but it should be said that a truly pluralistic conception of higher education is a new idea in this country, and cannot be accomplished without some price being paid in the form of reduced security and stability. (Hodgkinson, 1971, page 208)

> The community college needs a well trained new breed of administrative leadership. This leadership must be strong, reflective, decisive, honest and flexible because it cannot--and will not be insultated from the dilemmas of action. (Moore, 1971, page 1)

In past years, a prevailing notion seemed to be if a person was unsuccessful as a teacher, he probably could be placed into an administrative position and perform creditably enough. The milleui that seems to comprise the world of a community college president seems to almost completely invalidate this theory, indeed if it ever was valid. Today's situation is calling for a

type of leadership unknown in its complexity in years past. Although the following is directly geared to the university, this student is of the opinion that it is directly applicable to the administration of a community college as well.

> Most bright young persons can master the intricacies of academic specialties and some can even learn to teach, but the balance of skills and courage and temperament a man needs to run a good university (Hodgkinson, 1971, page 175)

It is not the purpose of this paper to identify the administrative skills necessary for an administrator to perform effectively, rather we are interested in those personal characteristics that may be of value.

> Eric J. Bradner, President, Schoolcraft Community College has indicated that the "good" president must have many of the characteristics of the "good" boy scout. A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent. So must be the president. (Herridge, 1967, Page 1)

When asked about the type of training program needed for such a position, Bradner responded:

> So far as I know the only significant badge that is given to community college presidents to wear is a doctorate, so I would feel that a college president should either have a doctorate, if he is a new one, or have worked himself to the point of having sufficient experience and demonstrated capacity to have the equivalent

> of a doctorate. The president is the college in the eyes of the board, and the president will be held responsible for all acts that occur on the college campus. (Herridge, 1967, page 4)

Although most of us would agree that the community college president is involved in functions far different from that of a boy scout, we are also quick to agree that it is most helpful for the president to possess or appear to possess those boy scout characteristics listed above. We soon notice some similarities as we peruse Table No. 1 listed below. This Table is a compilation of the results of a survey conducted by Hillway of 500 professors from 93 colleges in 24 states. The recipients of the questionnaire were asked to identify desirable and undesirable characteristics of college presidents. The results of the survey are as follows:

Table No. 1

Desirable Characteristics of College Presidents	Percentage Response
1. Integrity in personal and professional relations	24%
2. Intellectual ability and scholarship	22
3. Ability to organize and lead	20
4. Democratic attitude and methods	11
5. Warmth of personality	6
6. High moral and intellectual ideals	5
7. Objectivity and fairness	5
8. Interest in education (and ed. philosophy)	2
9. Culture and breeding	1
10. Self-confidence and firmness	1

Undesirable Characteristics of College Presidents	Percentage Response
1. Dictatorial, undemocratic attitude	24%
2. Dishonesty, and insincerity	15
3. Weakness as educator and scholar	15
4. Vacillation in organizing and leading	15
5. Poor personality	9
6. Bias or favoritism	6

(Cohen & Roueche, 1969, page 2)

As Chapter IV of this paper points out, the items and findings by Hill-way are not foreign to the findings of this study based upon the self report of the correspondents, practicing community college presidents.

In summation, the review of literature conducted for this study would indicate the following:

1. The functions of the community college president is changing rapidly just as their institutions are of a synamic nature. Functions such as educational leadership seem to be emerging over strictly managerial processes.

2. The community college may be the most dynamic movement in American higher education.

3. Constituencies of the various colleges are demanding a greater voice in the decision making process, particularly those decisions that appear to affect any given segment of these constituencies.

4. New concepts in the training of future community college administrators are needed. These new methods must pay some credence to the fact that the degree of interpersonal relationships of the president to others is increasing almost daily. The appropriate skills for these tasks must be identified and developed.

5. Although the community college presidency is a crucial position, there seems to have been proportionately rather few writings which address themselves to the presidency.

6. A highly identified area of administrative science relating to the functions of the community college president seems to be emerging.

7. The importance of personal characteristics seemed to be prevalent throughout much of the literature.

Chapter III

METHODS AND PROCEDURES

Introduction

The basic goal of this study was to place a value on certain identified characteristics as being helpful for success in the community college presidency. These characteristics were listed in survey form by Dr. Milton Brown, I.S.U. professor in charge of this project and the writer with assistance from Dr. Donald Morgan, Minnesota University. The survey was then mailed to 112 community college presidents whose institutions are members of the North Central Community - Junior College Association. The mailing list was composed of every other individual functioning as a president as indicated on the association's membership list.

This chapter describes the methods and procedures that were used to complete the study. The chapter has been divided into three sections: (a) instrument used in the study, (b) collection of the data, and (c) treatment of the data.

Instrument Used in the Study

The instrument used in this study consisted of an inventory of personal characteristics. (see Appendix A) The questionnaire consisted of two pages and a cover letter appealing to the president's

for their cooperation in completing the study.

Descriptive data requested on the initial section of the survey is as follows:

Name
Address
Age
Sex
Highest Degree Earned
Number of full-time equivalency enrollments per annum in your college.

Respondents were then asked to place a value of zero to fifty on each listed characteristic. The characteristics were broken down into six major areas as follows:

1. Administration Skills

    a. Skills with Faculty Pressure
    b. Public Relations Skills
    c. Communication Skills
    d. Educational Leadership
    e. Ability to Delegate
    f. Leadership with Board

2. Personal Qualities

    a. Objectivity, Fairness
    b. Sense of Humor
    c. Humility
    d. Intelligence
    e. Integrity
    f. Drive
    g. Dedication
    h. Courage, "guts"
    i. Decisiveness
    j. Energy
    k. Stamina

3. Professional Background

    a. Professional Training
    b. Experience
    c. Philosophical Commitment

4. Human Relations Skills

    a. Ability to Work with People
    b. Ability to Listen
    c. Patience
    d. Diplomacy, Tact
    e. Persuasiveness
    f. Charisma

5. Handling Student Pressures

6. Comments (Additional characteristics that you deem to be important. Please assign a number as before.

Collection of the Data

The 112 community college presidents were mailed the original survey form with cover letter (See Appendix B) on April 18, 1973. The cover letter asked that the questionnaire be completed and returned to the writer by May 10, 1973. Approximately 65 per cent were completed and returned by that date.

On May 12, 1973, a follow up mailing was made which included a copy of the questionnaire and a second letter. (See Appendix C) A total of 92 completed the surveys and returned them which accounted for 83 per cent return. The final returns were received by June 1, 1973.

Treatment of the Data

The responses from the survey were coded, punched, and verified on IBM cards at the Iowa State University Computation Center. The responses were statistically treated with respect to the values placed on each personal characteristic by each respondent.

The basic statistical applications to the data were product-moment correlations and analysis of variance to the new data of the study. The five per cent level of significance was used in determining if the observed deviation between the groups studied was attributed to chance. The hypotheses were also tested at this level.

Chapter IV

FINDINGS AND CONCLUSIONS

Introduction

The findings of this study are based on the responses from the 92 chief executive officers of community colleges. Table two provides a summary of surveys mailed and returned.

Table 2. Summarization of Surveys Mailed and Returned.

	Number Mailed	Number Returned	Per Cent Returned
C. C. Presidents	112	92	83

The findings as the result of this survey based on the descriptive variables of age, sex, highest degree earned, years of service as community college president, and number of full-time equivalency enrollments in respondent's colleges are shown in tables three through six. No table was established indicating the returns by sex due to the fact that only three of the respondents were female and constituted a statistically insignificant number although the fact that there were three females serving as presidents is significant in itself.

Table 3. Summarization of Respondents By Age.

Age of Respondents	Frequency	Percentage
40 years and under	11	12.0
41 to 45 years	20	21.7
46 to 50 years	21	22.8
51 to 55 years	16	17.4
56 years and over	16	17.4
Missing Observations	8	8.7
Totals	92	100
Mean Age of Respondents	48.8	
Median Age of Respondents	48.3	

It is interesting to note that although the community college movement as we know it today is a relatively new movement, the ages of the respondents are reasonably well distributed. The decade from 41 to 50 years of age does comprise 44.5 per cent of all respondents; however, in view of the rapid growth of community colleges throughout the country, this does not seem to be too unusual.

Table 4. Number of Years Respondents Have Served As Community College Presidents.

Years Experience	Frequency	Percentage
0-3	21	22.8
4-6	32	34.8
7-9	20	21.6
10 and over	19	20.8
Missing Observations	0	0
Totals	92	100

Perhaps as the direct result of new community colleges being started at a rather rapid rate during the past decade, 57.6 per cent of the respondents have less than seven years experience as a community college president. This is probably somewhat less experience than we might expect to observe from a similar audience ten years from now. In view of the fact that an almost corresponding number of respondents are between the ages of 40 and 50 as indicated by Table 3, the question arises as to what types of professional experiences the respondents had prior to assuming their present positions. We will not attempt to speculate on the answer to such a question.

It could be a worthwhile topic of study in itself.

Later in this chapter we will observe that the values placed on professional training by the respondents is relatively low although as we shall ascertain from the following tables, most have had a considerable amount of advanced university work.

Table 5. Highest Degree Held by Respondents.

Degree	Frequency	Percentage
Bachelors	1	1.1
Masters	15	16.3
Specialist	5	5.4
Doctorate	71	77.2
Missing Observations	0	0
Totals	92	100

In the review of literature of this paper we quoted Dr. Eric J. Bradner, President, Schoolcraft Community College as indicating that the only badge of significance given to community college presidents to wear is the doctorate. The results of our survey would seem to validate Dr. Bradner's suggestion. From Table 5, we note that 77.2 per cent of the respondents indicate that they

hold an earned doctorate. Such a large percentage of doctorates would seem to indicate that boards and others concerned with the hiring of community college presidents also agree with Dr. Bradner's supposition.

Community colleges are generally not large organizations in the sense that we often think of a university although only the most skeptical now seem to question their value and impact on society. The data contained in Table 6 indicates that 71.8 per

Table 6. Number of Full-time Equivalency Enrollments In Respondent's Community College.

FTE Enrollments	Frequency	Percentage
0-999	41	44.6
1000-2499	25	27.2
2500 and over	26	28.2
Missing Observations	0	0
Totals	92	100

cent of the respondents served at institutions with less than 2500 FTE's. This is not emphasized to point out a weakness, but rather an inherent strength within the community college structure that

would seem to indicate that students can receive individual attention in the college. We also need to remain cognizant of many different enrollments of part-time students.

Analysis of Variance utilizing the "F" Test was the main statistical tool utilized in the analysis of data. Initially, the responses for the main areas of characteristics listed on pages 21 and 22 of the paper, namely: 1. Administration Skills, 2. Personal Qualities, 3. Professional Background, 4. Human Relations Skills and 5. Handling Student Pressures were tested against the variable age in an effort to discover if any significant differences between the responses indicated by the respondents when compared against the variable age. Consequently, we failed to reject null hypothesis number one as stated.

The same five major areas were then tested against the descriptors of 1. highest degree earned, 2. years of service as a community college president and 3. number of full-time equivalency enrollments per annum in your college. Once again the ANOVA TABLES failed to reveal any significant differences between responses relating the five major areas when compared to these variables. As a result we failed to reject hypotheses number 2,3, and 4 as stated.

When the comparisons were made by age against the various criterion variables it was discovered that a highly significant difference existed between the respondents when compared against criterion variable of integrity - honesty. Perusal of the means in value tables by age group revealed the following as shown in Table 7 below.

Table 7.

Age	Mean
1. (40 years and under)	40.909
2. (41 to 45 years)	47.250
3. (46 to 50 years)	48.381
4. (51 to 55 years)	48.438
5. (56 years and over)	49.063

One can readily see that those presidents 40 years of age and under have responded with a mean rating of 40.909 for the variable of integrity - honesty. When compared to the mean rating's given this variable by the other age groups, I found that it is significantly lower. It is not my purpose to speculate as to the reasons why the difference in attitude exists only to say that apparently it does exist.

The only other criterion sub-variable that was found to be

significantly different when broken down by age was the criterion variable of decisiveness. The ANOVA TABLE revealed there to be a difference that is significant at the .05 level. Once again, the means in the value table revealed what age groups seemed to vary significantly.

Table 8

Age	Mean
1. (40 years and under)	41.364
2. (41 to 45 years)	41.000
3. (46 to 50 years)	46.143
4. (51 to 55 years)	45.125
5. (56 years and over)	46.000

The two age categories listed as being 45 years and under placed considerably less value on the characteristic of decisiveness than the respondents in the three older age group classifications. These significant differences which resulted from comparing the individual subgroup variable by age caused us to reject null hypothesis No. 6. HO: No. 6 states that no significant difference exists between responding presidents of various ages and their preception of the importance of the individual sub areas under the five major areas of characteristics as listed in the questionnaire. The results did in fact indicate that significant

differences of opinion do exist by age groups when comparing their response to the criterion variables of integrity - honesty and decisiveness.

When the respondents were compared by professional academic preparation against the 26 sub groups it was determined that there was no significant difference between responses of the four categories (i.e. bachelors, masters, specialist and doctorate), consequently, we fail to reject null hypothesis number 7.

In making the same types of ANOVA comparisons against the sub-groups by the number of full-time equivalency enrollments in the respondents colleges, we fail to find any significant differences between the first 20 subgroups. We did find a significant difference at the .05 level of opinion relating to sub group No.21 which is "ability to work with people" and rejected null hypothesis No. 9. The mean table by responding group relates the following information.

Table 9.

FTE Enrollment	Mean
1. 0-999	48.366
2. 1000-2499	47.320
3. 2500 and over	45.000

As can readily be ascertained from the information contained in the above table, those responding presidents of smaller institutions place considerably more importance on the ability to work with people than administrators of larger community colleges. Perhaps part of the reason may lie in the fact that the presidents of the larger institutions undoubtedly have larger administrative staffs. Consequently, they may be dealing with different types of problems on a day-to-day basis than the president of a smaller college.

The ANOVA TABLE for subgroups 25 (Persuasiveness) also revealed a significant difference between responding classification at the .05 level. Information contained in the mean table below will locate these differences.

Table 10

FTE Enrollment	Mean
1. 0-999	44.927
2. 1000-2499	39.320
3. 2500 and over	41.731

Responding presidents of smaller institutions rated the quality of "persuasiveness" considerably higher than their counterparts in

larger institutions.

The last subgroup variable to indicate significant difference when compared by enrollment is the personal characteristic of charisma. Once again we find a significant difference by respondents relating to a people contact type of variable. This time the ANOVA TABLE indicated a significant difference at the .01 level.

Table 11

FTE Enrollment	Mean
1. 0-999	37.219
2. 1000-2499	28.000
3. 2500 and over	28.077

Again, the responding presidents of institutions claiming an FTE enrollment of less than 1,000 placed a much higher importance on a highly personal characteristic, that of charisma, than the respondents of larger institutions. The findings relating to subgroup variables 21, 25 and 26 also cause us to reject null hypothesis No. 8.

Null hypothesis No. 9 was not rejected and this is understandable because of the high percentage of respondents holding the doctorate.

The next statistical comparison made was an ANOVA between the

five major variables namely: 1. Administrative Skills, 2. Personal Qualities, 3. Professional Background, 4. Human Relations Skills and 5. Handling Student Pressures. An ANOVA TABLE for these comparisons is listed below.

Table 12

Source	D.F.	S.S.	M.S.	F Ratio
Between	4	1192.313	298.078	6.508
Within	455	20846.938	45.8	
Total	459			

Our calculated "f" Ratio of 6.508 is revealed to be significant at the .01 level when compared against the value provided in the "f" table with the appropriate degrees of freedom. As a clarification to the above table, we next turn our attention to the grand means of the five major variables.

Table 13.

Major Variable	
1. Administration Skills	43.167
2. Personal Qualities	42.369
3. Human Relations Skills	41.386
4. Professional Background	39.384
5. Handling Student Pressures	39.087

Table No. 14 also provides a ranking of importance based on the mean responses of all respondents.

Our next statistical computation is a listing of each individual variable in the questionnaire and a grand mean for that particular variable.

Table 14.

	GRAND MEANS	RANKING OF IMPORTANCE
I. ADMINISTRATION SKILLS		
a. Skills with Faculty Pressures	42.17	17
b. Public Relations Skill	42.80	13
c. Communication Skills	43.01	12
d. Educational Leadership	41.36	19
e. Ability to Delegate	43.35	8
f. Leadership with Board	46.30	4
II. PERSONAL QUALITIES		
a. Objectivity, Fairness	46.40	3
b. Sense of Humor	36.74	24
c. Humility	35.58	25
d. Intelligence	40.83	20
e. Integrity, Honesty	47.29	1
f. Drive	43.08	10
g. Dedication	44.42	6
h. Courage, "Guts"	43.05	11
i. Decisiveness	44.21	7
j. Energy	42.49	15
k. Stamina	41.97	18
III. PROFESSIONAL BACKGROUND		
a. Professional Training	35.45	26
b. Experience	39.60	21
c. Philosophical Commitment	43.11	9

	GRAND MEANS	RANKING OF IMPORTANCE
IV. HUMAN RELATIONS SKILLS		
a. Ability to Work with People	47.13	2
b. Ability to Listen	45.05	5
c. Patience	39.20	22
d. Diplomacy, Tact	42.30	16
e. Persuasiveness	42.50	14
f. Charisma	32.13	27
V. HANDLING STUDENT PRESSURES	39.09	23

Table No. 14 indicates that the four most important characteristics are: 1. Integrity, Honesty, 2. Ability to Work with People, 3. Objectivity, Fairness, and 4. Leadership with Board. The bottom end of the rankings indicate that the least important characteristic is - Charisma followed by Professional Training, Humility and Sense of Humor.

Perhaps the most surprising of the findings listed above is the lack of importance placed on professional training. This is particularly true in light of the fact that Table No. 5 indicates that 77.2% of the respondents hold the doctors degree. The paradox of the situation becomes quite clear when one considers the fact that without the earned doctorate, they would probably not be holding the position of president. Conversely, maybe this is a somewhat normal reaction for those with the degree and position.

Section No. 6 of the questionnaire provided space for written comments to cover areas that respondents deemed important but that were not listed in the questionnaire. These comments ranged from the importance of adherring to objectives to exhibiting tolerance with those not as familiar with a particular problem as ones self. A most interesting comment was received from the president of a rather large community college. It is stated as follows: "The ability to consistently be all things to all people, from politicians, community leaders, administrative staff, faculty, students, civil service staff, union grievers, and those individuals representing contracts for services." A most amazing statement yet somehow it seems to be all too plausible.

Several respondents also indicated that no one should stay in the position of president of a particular institution beyond 10-12 years. As one respondent commented, "The ability to be a specialist in the area of political maneuverings is of utmost importance." It would appear to this writer that without this ability, ten years in office would be impossible.

One comment that seemed to be of particular importance as it relates to successful leadership was based on the situational aspects encountered. This particular respondent indicated that

all community college presidents cannot be successful in all presidential situations. How true. Many leadership studies have been done which indicate much the same thing. Some have gone so far as to attempt to engineer the particular situation as opposed to providing leadership training for people.

In addition, we should add that several respondents indicated in their comments that all variables listed on the questionnaire were of equal importance. We should also add that no one descriptive variable consistently appeared in the space provided for comments.

Although this particular study is rather limited in scope, dealing only with those personal characteristics that seem helpful for success in the community college presidency, it is this student's opinion that there is very little material dealing with this area.

It would appear that the community college - area school type institution will continue to grow in importance throughout the coming decade. As this occurs, the importance of the presidency of these institutions will also increase and will undoubtedly be the subject of increasing numbers of studies. What better source

to learn about the community college presidency than from those serving in the positions.

APPENDIX A

COMMUNITY COLLEGE PRESIDENCY SUCCESS SURVEY

The following characteristics have been selected for this instrument that appear to be important for the community college presidency. Will you please complete the following survey. This is not intended to be an evaluation of your ability, rather we are seeking the value that you place on each characteristic.

NAME _____ ADDRESS _____

AGE [ ] SEX M[ ] F[ ]

Highest Degree Earned: Bachelors[ ] Masters[ ] Specialist[ ] Doctorate[ ]

Years of Service as Community College President[ ]

Number of full-time equivalency enrollments per annum in your college[ ]

Please place any number between 0 and 50 in the box after each characteristic listed below. The numbers will each have a separate value as the progression of importance moves across the continuum from 0 to 50.

[0] ——— [25] ——— [50]

Not important — Somewhat important — Very important

CHARACTERISTICS HELPFUL FOR SUCCESS IN THE COMMUNITY COLLEGE PRESIDENCY:

1. ADMINISTRATION SKILLS
   - a. Skills With Faculty Pressures [ ]
   - b. Public Relations Skills [ ]
   - c. Communication Skills [ ]
   - d. Educational Leadership [ ]
   - e. Ability to Delegate [ ]
   - f. Leadership With Board [ ]

2. PERSONAL QUALITIES
   - a. Objectivity, Fairness [ ]
   - b. Sense of Humor [ ]
   - c. Humility [ ]
   - d. Intelligence [ ]
   - e. Integrity, Honesty [ ]
   - f. Drive [ ]
   - g. Dedication [ ]
   - h. Courage, "Guts" [ ]
   - i. Decisiveness [ ]
   - j. Energy [ ]
   - k. Stamina [ ]

3. PROFESSIONAL BACKGROUND
   - a. Professional Training [ ]
   - b. Experience [ ]
   - c. Philosophical Commitment [ ]

4. HUMAN RELATIONS SKILLS
   - a. Ability to Work With People [ ]
   - b. Ability to Listen [ ]

c. Patience..... ☐
d. Diplomacy..... ☐
e. Persuasiveness..... ☐
f. Charisma..... ☐

5. HANDLING STUDENT PRESSURES..... ☐

6. COMMENTS (Additional characteristics that you deem to be important. Please assign a number as before.) ☐

_____ ☐
_____ ☐
_____ ☐
_____ ☐
_____ ☐
_____ ☐

BEST COPY AVAILABLE

April 13, 1973

Mr. Jim Altendorf, President
Labette Community Junior College
Post Office Box 953
Parsons, KS 67357

Dear President Altendorf:

The president of the community college is one of the key positions in higher education today. As the president of this type of institution, you are aware of the fact that your office and similar offices throughout the country largely determine the success of these dynamic institutions. It is for this reason that we are interested in your response to the enclosed questionnaire.

As a graduate student at Iowa State University, I am vitally interested in the individual characteristics necessary for success in the community college presidency. It is as a direct result of this interest that Dr. Milton Brown, professor in charge of this project, and myself have pursued this survey in an attempt to further define the importance of the various characteristics as reported by individuals such as yourself.

It would be appreciated very much if you would complete the enclosed questionnaire and return to the sender by May 10. Should you desire a copy of the findings, please advise accordingly. Your replies will be compiled as numerical composites and your own responses will not be identified. Thank you for your contribution.

Sincerely,

K. Gene Gardner

K. Gene Gardner
Graduate Student
Iowa State University

Milton D. Brown
Associate Professor
Higher Education
Iowa State University

Enclosure

BEST COPY AVAILABLE

May 14, 1973

Mr. Isaac N. Beckes, President
Vincennes University
1002 North First Street
Vincennes, IN 47591

Dear President Beckes:

Approximately three weeks ago you received a Community College Presidency Success Survey. As of this date we have not received your completed questionnaire. Because of the possibility of an oversight, we are enclosing an additional copy of the questionnaire for your consideration.

We need your reply in helping to determine those characteristics helpful for success in that most important position, the Community College Presidency. The results of this study will be used for improving the higher education program at Iowa State University.

If it is possible for you to take time from a busy schedule and complete the survey in question, it will be greatly appreciated. Your contribution is important.

Sincerely,

R. Gene Gardner
Graduate Student
Iowa State University

Milton D. Brown, Ph. D.
Associate Professor
Higher Education
Iowa State University

Enclosure

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LOS ANGELES

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INFORMATION